CALIFORNIA STATE UNIVERSITY MONTEREY BAY

MAE 625: Professional Literature Seminar

Course Description

In a supportive and collaborative setting, participants engage in in-depth and critical analysis of professional literature as they further define and frame their interests or contextualize their action thesis projects. Students use online resources to identify important theoretical and empirical contributions that connect their research to existing professional literature. Emphasis is placed on learning the conventions of academic writing using the APA guide, as well as bringing out one's voice in the writing process.

Learning outcomes include:

- Use electronic search processes to locate appropriate resources.
- Connect your proposed problem or question with a field of study and a broad context.
- Identify a theory that helps interpret your proposed problem or question.
- Show familiarity with a range of publications relevant to your problem or question, including research and other peer-reviewed journals.
- Show familiarity with the work of scholars within your field of interest.
- Read, interpret, and evaluate the usefulness of articles that report both quantitative and qualitative research.
- Analyze and synthesize a relevant and well-selected body of professional literature that relates directly to your topic or area of inquiry.
- Create a literature review of the relevant literature on a topic of interest

REQUIRED READING (TEXTS):

- Graff, G., & Birkenstein, C. (2006). *They say, I say*. New York: W. W. Norton.
- American Psychological Association. (2005). *Publication manual of the American Psychological Association, fifth edition*. Washington, DC: American Psychological Association.
- Additional articles (on Blackboard and passed out in class)

For further resources related to this course and other educational topics:

Web Resources: http://www.nicholasmeier.com/Websites2.html

Books: http://www.nicholasmeier.com/favoritebooks5.html

COURSE POLICIES

ATTENDANCE AND PARTICIPATION.
You are expected to attend class and to be well prepared to participate This means that you have read and reflected on the assigned readings and are clearly involved in group discussions and activities. Absences, early departure from class, excessive tardiness, or not respecting the length of break time will negatively influence your grade. Whenever possible please inform the instructor in advance if you know you will be absent or late.

SUBMISSION POLICY: All assignments must be typed (unless otherwise specified), 12 point serif font (e.g. *Times)*. Assignments must be delivered through the online course system based on assignment instructions. **Please** use your name in the title, and the name of the assignment **as the title** of the document (e.g. Smith_LitReview.doc).

ACADEMIC INTEGRITY, PLAGIARISM and CITING WORK
Any form of academic dishonesty, such as cheating, fabrication or falsifying information, or plagiarism WILL result in serious repercussions. To avoid plagiarism, be sure to include a works cited section in any academic paper. It is important to acknowledge where you are drawing your insights, inspiration, or ideas. If the material is copied directly from the readings then both quotation marks and text citations should be used. For example, "…the quoted material you have chosen…" (Ayers, 1991, p. 52). If you are paraphrasing or putting the material (ideas) into your own words then (Ayers, 1991) should follow the material. Failure to do so constitutes plagiarism, PLAGIRISM and plagiarizing WILL result in either failing the course, or at a minimum mean an unacceptable paper. For more details, see the University Academic Integrity Policy at http://policy.csumb.edu/site/x20830.xml.

LATE ASSIGNMENTS
If you need an extension on a assignment you MUST notify the instructor in ADVANCE of the due date. Late assignments will NOT be accepted without prior (that is, by the due date) agreement from the instructor. Failure to result in a zero grade for that assignment, and if it is a major assignment for the course, a failing grade for the course. Authorized late assignments WILL receive a 10% reduction in grade for each two days late, up to a 50% grade reduction.

INCOMPLETES:
The purpose of an incomplete is to allow students who face an emergency or illness toward the end of the semester to complete their work after the semester is over. If this happens to you, please contact me as soon as you can. Unless there is a compelling reason, you will not be given an incomplete for reasons that don't relate to an emergency or illness. Rather, you will earn the grade based on the points you have accumulated by the end of the semester. If you are granted an incomplete, we will work out a schedule for turning in missing work, and you will be expected to stick to that schedule. Any incompletes that are granted must be finished by the end of the next semester, or the "inc." reverts to an F. That is a University policy. You will not be able to enter the next of your program without removing the incomplete.

ELECTRONIC ACCESS TO COURSE MATERIALS AND COMMUNICATION:
Important class documents and communication will be posted electronically. Once you register for the course, you will be automatically enrolled in iLearn (http://ilearn.csumb.edu). iLearn is an electronic tool that can be adapted for a variety of instructional purposes, including on-line discussions, the archiving of important course related documents.

EMAIL
I will send all email through the FirstClass system. Getting your FirstClass mail is a REQUIREMENT of this course. If you do not regularly check your FirstClass mailbox then you will need to set the preferences in FirstClass to forward your mail to your primary email address. You will still need to check and clean out your FirstClass account as it has a maximum storage space, and a copy of forwarded emails

stay on the FirstClass server until you delete them. Also, the system and may delete your account if unused. Not checking your email is *not* an acceptable reason for not being aware of information that was provided in that form.

USE OF WRITTEN WORK
I retain the right to use work written for this class for teaching and research purposes unless you notify me otherwise. Any work that is used in such a manner will be done so confidentially — that is, names or other aspects that would identify the author will be removed. If you do not wish your work to be used in such a manner, you need to instruct me in writing (email is acceptable).

STUDENT COMPLAINTS
If you have a problem with the instructor or other department faculty, you are encouraged to first attempt to solve the issue directly with that person. It that is not possible, or the issue is not resolved satisfactorily, please use the Student Complaint Procedures. The Student Complaint Procedures for the Department of Teacher Education at CSU, Monterey Bay are intended to provide a clear and responsive process for addressing complaints that may arise among students participating in Departmental Programs. Furthermore, this process is designed to encourage and respect the abilities of students and faculty/staff to resolve issues in a constructive

Course Assignments

Readings:
Each week we will read one or two Literature Review sections of articles or theses to be analyzed and deconstructed to learn the genre of writing a literature review section.

Writing Exercises
Throughout the course their will be a variety of writing exercises designed to practice particular academic writing techniques. Some of these will be in done class, others will be assigned as homework.

Article Summaries ($\approx$400 words)
Submit six (6) summaries of works you read for your literature review. At least three (3) of these need to be primary research articles. See handout for the format and content required for these summaries. These will be due periodically throughout the semester.

Literature Review ($\approx$1200–1600 words)
By the end of the course you will have completed the Literature Review section for your thesis proposal. During the semester you will be turning in periodic drafts.

GRADING

Your final grade will be based on:
(A score of less than 25 on the final literature review will mean a grade of C- or lower for the course regardless of your total points earned).

Grade	Assignment	Due Date
15	Participation	ongoing
15	Writing Exercises	variable
24	Article summaries (4 pts each)	2/18 3/3 3/10 3/17 3/31 4/14
5	Literature Review Draft 1	3/24
6	Literature Review Draft 2	4/21
35	Literature Review	5/11

Grade Distribution

Grading Scale		
A+ 100-99	A 98-93	A- 92-90
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60

DISABILITIES

Students with disabilities who may need accommodations should contact me by the third week of class. You are invited to visit during office hours, make an appointment by calling 582-3536, or email me at nicholas_meier@csumb.edu. You should ALSO, contact: Student_Disability_Resources@csumb.edu; Phone: 831/582-3672 voice, or 582-4024 fax/TTY; http://sdr.csumb.edu

Course Reader Bibliography

Benton, S. L., Corkill, A. J., Sharp, J. M., Downey, R. G., & Khramtsova, I. (1995). Knowledge, interest, and narrative writing. *Journal of Educational Psychology*, 87(1), 66-79.

Bernhard, J. K., Cummins, J., Campoy, F. I., Ada, A. F., Winsler, A., & Bleiker, C. (2006). Identity tests and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities. *Teachers College Record*, 108(11), 2380-2405.

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Fuller, B., Kagan, S. L., Loeb, S. & Chang, Y-W. (2004). Child care quality: Centers and home settings that serve poor families. *Early Childhood Quarterly,* 19, 505-527

Ingersoll, R. (2001). *Teacher turnover, teacher shortages, and the organization of schools* (report). University of Washington: Center for the Study of Teaching and Policy.

Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher,* 33(7), 3–13.

Mcintyre, E., & Kyle, D. W. (2006). A primary-grade teacher's guidance toward small-group dialogue. *Reading Research Quarterly*, 41(1).

Meier, N. (2006). *Decision making in schoolwide professional communities*. Unpublished Dissertation, Stanford University.

Muñoz, M. A., Clavijo, K. G., & Koven, S. G. (1999, October 29-31). *Educational equity in a reform environment: The effect of socio-economic status on student achievement.* Paper presented at the University Council for Education, Minneapolis.

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Wheelan, S. A., & Kesselring, J. (2005). Link between faculty group development and elementary student performance on standardized tests. *Journal of Educational Research*, 98(6), 323-330.

Young, P. (2003). 'Rapid writing ... Is my cup of tea': Adult high school students' use of writing strategies. *Teaching & Learning: The Journal of Natural Inquiry & Reflective Practice*, 17(2), 66-79.